

'ACTION CONVERSATIONS:' REPORTING TEMPLATE

Date, Time, and Place of Conversation: 9/19/14, 2:30-4:00 pm, SSC 306

Duration of the Conversation: ~ 90 minutes

Convener: Loker, Silliman

Moderator: Loker, Silliman

Reporter: Loker

Number of Participants: 5 + 2 APC members

Type of Participants: 4 faculty, 1 administrator

Theme of Discussion (e.g. "Theme 1, Student Success"): Focus on 1.1, Academic and Career Pathways and 1.4 Competencies

The major ideas / proposed actions / implementation steps/ assessment of priority emerging from this conversation are:

Support and Prepare Students for Lifelong Success
Action Items Identified in Action Conversation, 9/19/14

1.1 Academic/Career Pathways and Success

- 1.1.1 Professional preparation – connect students with real-world activities and curriculum
- Advising: Additional professional advising staff remains a HIGH priority for Enrollment Management Services. Additional staff would work on implementing the advising recommendations that the Graduation Initiative Team formulated last year. In the absence of new resources, the group discussed other steps to take:
 - Work with faculty/department chairs to assign advisors in PeopleSoft so that students know who their advisor is, and we can track those students who don't have advisors and get them one. The easiest way to do this would be slight modifications to the Change of Program form to make sure the new advisor's name is clearly written and entered by registrar staff. Also, incoming frosh and transfers need to have a default major advisor assigned to them, probably the Chair of the department, so these students have a point of contact. Right now, they don't.

- Change the DPR to make UD GE Pathway advising clearer.
- Create some YouTube videos for GE advising to help students.
- We recognize some overlap with Theme 6 in our discussion.
- We need to create a “Student-ready University” – one that works for students and reduces unnecessary barriers to information, services and ultimately to successful graduation.
 - Enhance Career Advising
- Students need at least three qualities for effective job seeking and success: (1) job-related experience (internships), (2) communications and interviewing skills and (3) critical thinking/logic skills. Item 1 might be threatened by proposed changes in internship policies. Item 2 each department should offer professional preparation course taught by qualified faculty (experience outside academia or a deep understanding of effective communication). This might also be covered in a “sandbox” course (see below). Item 3 should be/is (?) handled by the curriculum, both GE and major. Need to assess this more diligently.
- Real-world activities
 - Require that student complete an internship/other outside of classroom experience (in their field of study) **This idea was endorsed.**
 - Work with alumni/business/industry partners to expand opportunities
 - Increase summer internship opportunities

1.4 Competencies and Skills for Lifelong Learning

1.4.1 Critical thinking

- Critical thinking embedded in GE
- Require a programming course – teaches logic, concept **possible sandbox course.**

1.4.2 Communication

1.4.2.1 Writing

1.4.2.2 Oral

1.4.2.3 Visual/presentation

Sandbox course = a 1 unit class taught over 3-4 weeks focused on a particular “life skill:” financial literacy, coding, constructing an e-portfolio, effective presentation skills, basic web design, etc. Students could take up to 6 units of these courses toward their degree.

1.4.3 Technological literacy

- Make state of the art equipment and software available to students and faculty
 - Consult with business and industry to determine what equipment and software students will need for today’s workforce
- Provide appropriate technology training to faculty and staff
- Better communication among deans to make sure technological access is equal across colleges (staff, faculty, classrooms)
- Curriculum
 - Incorporate into curriculum the latest technological advances

- cloud computing; mobile, web and data analytics; programming
- computer and social media skills necessary for the workforce
- Purchase classroom clickers for larger classes or invest in applications that can be downloaded to cell phones
- Provide every student with a laptop or bridge the gap for students who cannot afford it.
 - Provide 24/7 access to technology
 - Provide better computers in the student computer labs (must be able to handle latest technology)
 - Add technical classes in every college

1.4.4 Financial literacy

- Offer a GE in personal finance (mortgage, credit cards, insurance, personal budget, taxes, job benefits, retirement plans, etc)

1.4.5 Information literacy

- Integrate information literacy into curriculum
 - Campus librarian can help with this goal

1.4.6 Quantitative reasoning

The doubts and reservations that were expressed include:

The commitments made include:

Additional moderator / reporter observations:

(Please enter observations and/or comments about the conversation reported on that may help members of the APC or others interpret the results. For example: What struck you the most? What stood out? What was the most surprising and unexpected? What touched you? Thank you!)